



# School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Lansingburgh Central School District	Knickerbacker Middle School	6-8



## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2021-22?</b></p>	<p><b>We commit to creating a welcoming environment for both our students and families by fostering close relationships.</b></p> <p>(SEL and Parent and Family Engagement)</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Our mission statement: "KMS, along with the community, values equity, strives for excellence, and prides itself on student achievement while providing a safe environment, where students become active citizens by displaying respect and demonstrating responsibility." It clearly identifies students learning and excelling in a safe environment as a priority.</p> <p>Students identified this commitment as a need in their student focus groups by stating that at times they felt isolated (remote learning community vs. in-person)</p> <p>The equity self-reflection survey revealed that we are emerging in prioritizing social emotional programs within our school.</p> <p>The Equity Self-Reflection Survey revealed integrating ratings within learning about students' cultures and communities, fostering close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences, and having materials that represent and affirm student identities.</p>

Commitment 1

Student and teacher surveys that were conducted revealed that students have expressed SEL needs incorporated into their learning.

In connecting this commitment to our long term goal, we examined our attendance statistics. We first need to focus on improving students' SEL needs and fostering a welcoming environment in order to improve student attendance which will then lead to an increase in academic success and parent engagement.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>We believe that in order to build close relationships with students and parents by distributing the “Get to Know Your Child survey”, will allow teachers and staff to better know and understand their students.</b></p>	<p>Mailing as well as digital parent feedback regarding their child. This feedback will assist teachers and staff to best meet student needs.</p>	<p>Parent participation and feedback from that survey (paper copies, QR codes)</p>	<p>Money for mailing <b>(\$250.00 for stamps)</b></p> <p>Guidance counselors will use a summer work day to create QR code, print and send home letters</p>
<p><b>Extend opportunities for parents to engage with one another, staff members and their students, particularly at the start of the school year.</b></p>	<p>Administration and teachers will host a “coffee house” (name to be determined). This will be an opportunity for administration, teachers, staff and parents to meet up and “build close relationships” in which the outcome will benefit our students. This will meet at least 3-4 times a year. (October, January, March)</p>	<p>Participation in events with sign-ins and feedback surveys through a variety of methods (paper, online, robo call)</p>	<p>Cost of Refreshments through Parent Engagement Money This would include refreshments (coffee, water, light snack). Approximately \$100 per event.</p>

Commitment 1

	<p>Find your way day (6th grade, and any new 7th grade and 8th grade students). Students take part in welcoming (acting as a host) into the building). Any teachers and staff, who directly work with our sixth graders will be a part of this evening orientation.</p> <p>Open House - The SCEP committee will revisit the structure of Open House and plan the roll out of it.</p> <p>Staff will provide sign-ins at each function to give us baseline data for numbers and who is attending</p>		<p>Guidance Counselors can use a summer day to identify and contact remote students that will need to join the incoming 6th grade class for Find Your Way Day.</p> <p>Guidance Counselors will notify families of Find Your Way Day with the mailing mentioned above.</p> <p>Aaron Bogert can advertise Find your way day on social media and the school website.</p> <p>Open House sub committee planning time (especially for open house) TBD on Space</p> <p>TBD amount of Money for refreshments for Open House</p> <p>Guidance Counselors and SCEP committee will review the "Getting to Know Your Child"</p>
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Commitment 1

			<p>Survey from this past year and make any adjustments. The survey will be available during find your way day and open house. Aaron Bogert will share the survey digitally and the Guidance Department will print paper copies.</p> <p>SCEP Committee will share results with teams to read through.</p>
<p><b>Parent- Teacher Home Visit program</b></p>	<p>Joe Otter, Director of Community Partnerships, will organize a booth at open house to inform parents of this program.</p> <p>Our Director of School Community Partnerships will also provide guidance in organizing the program.</p> <p>Parent Teacher Home Visits are a proposed response when a family asks to meet with the teacher.</p> <p>Ask <b>2020-2021</b> teachers for data about students in regards to home candidates (prior to the end of 2020-2021 school year).</p>	<p>Participation in the program from families and staff members</p> <p>Staff members will be sent a survey from Joe Otter evaluating the ally program.</p>	<p>\$25.00 per hour for teachers/ staff that participate in the visits. Joe Otter will provide training for new teachers to participate in the program (During a conference day?)</p>
<p><b>Ally Program</b></p>	<p>The Ally Program was formed with the intent that every KMS student would have</p>	<p>Student/ Parent &amp; Family surveys and participation</p>	<p>Administration will schedule time for</p>

















































## Our Team's Process

### Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

### Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Stakeholders (Students, Parents or Teachers)	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/6/21		X				
5/17/21					X	
5/20/21			X		X	
6/2/21			X		X	
6/8/21			X		X	X
Teacher Focus Groups May 2021	X					
Student Focus Groups May 2021	X					
Parent Focus Groups	X					
Meeting with State Ed May 2021				X		

Our Team's Process

Meeting with State Ed June 2021			X	X		

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

The student interview process assisted with a student voice. This gave both our remote and in person students an opportunity to prioritize areas they would like to see evolve. KMS students are very passionate about their school community and have always enjoyed staying after school or being a part of activities before school.

### Equity Self-Reflection

#### **Describe how the Equity Self-Reflection informed the team's plan**

The Equity Self-Reflection informed the team's plan and really forced some necessary reflection on how we can make our school community equitable to all students. Each section of the self-reflection then became our priorities which we could then tie in our various ongoing goal areas of (ELA, Math, SEL, Parent Engagement and Chronic Absenteeism).

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

## Submission Assurances, Instructions, and Next Steps



